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Methodological guidelines

for independent work

on the subject

ACADEMIC ENGLISH

(for Master degree students of all the university specialities)

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What is academic English?

Academic English, like any writing, has its own conventions or 'style'. It is a formal, written style, which means that it has aspects which make it different from 'spoken' academic English, and at the same time, being 'formal', it is quite different from ordinary writing which you might use in letters, emails, or stories.

This section considers 10 'rules' for good academic writing in English. Although rules are never a good idea for any form of study (because there are always exceptions), they are usually a good place to begin. These rules are concerned with the use of:

- formality (rules 1-5);
- objectivity (rule 6);
- precision (rules 7-8);
- tentative language (rule 9);
- explicit links (rule 10).

Rule 1

Use *formal vocabulary*, such as words from the academic wordlist (AWL). Avoid less formal or idiomatic vocabulary.

✓ Many fathers nowadays...

✗ ~~Many dads these days...~~

✓ Major urban centres, such as London and Beijing...

✗ ~~Major urban centres, like London and Beijing...~~

✓ There are a significant number of people who believe...

✗ ~~There are lots of people who believe...~~

✓ There are three main reasons for this.

✗ ~~There are 3 main reasons for this.~~

Rule 2

Use *formal verbs* instead of two-word verbs.

✓ increase, decrease, discuss, improve, deteriorate, continue, raise

✗ ~~go up, go down, talk about, get better, get worse, go on, bring up~~

Rule 3

Use the *full form of verbs*, not contractions.

✓ do not, cannot, will not, did not

✗ ~~don't, can't, won't, didn't~~

Rule 4

Use *formal grammar structures*, such as nominalisation (noun phrases) and clauses, rather than too many simple sentences.

✓ The increasing pollution of the environment is a global concern.

✗ ~~The environment is increasingly polluted.
This is a global concern.~~

✓ Note-taking, which is an important skill for EAP students, is difficult to master.

✗ ~~Note-taking is an important skill for EAP students. It is difficult to master.~~

Rule 5

Use statements. Avoid rhetorical questions, which are less formal (though these are common in spoken academic English, i.e. lectures and presentations).

✓ There were four main reasons for the decline.

✗ ~~What were the reasons for the decline?~~

✓ Written English is different from spoken English.

✗ ~~How are written and spoken English different?~~

Rule 6

Use *impersonal language*, such as 'There is...', 'It is...', or passive voice. Avoid personal pronouns (I, we, you, etc.) and adverbs which show your feeling (e.g. luckily, remarkably, amazingly).

✓ There are three main problems.

✗ ~~I can think of three main problems.~~

✓ In the experiment, the water was heated...

✗ ~~In the experiment, I heated the water...~~

✓ There were very few errors in the experiment.

✗ ~~Amazingly there were very few errors in the experiment.~~

Rule 7

Be as *precise as possible*. Use exact figures or values wherever possible, rather than 'about' or 'several'. Use words such as 'factor', 'issue', 'topic', 'aspect' instead of vague word such as 'thing'.

✓ There are three main reasons for this.

✗ ~~There are several reasons for this.~~

- ✓ The turning point was in the late 1980s.
- ✗ ~~The turning point was about 30 years ago.~~

- ✓ There were three factors which led to this result.
- ✗ ~~There were three things which led to this result.~~

Rule 8

Be sure to cite your sources. Avoid making vague claims.

- ✓ Russell (2001) states that over 50% of the population are unaware of the problem.
- ✗ ~~Everybody knows that most people are unaware of the problem.~~
- ✗ ~~Most people are unaware of the problem.~~

Rule 9

Use *tentative language* such as 'possibly', 'probably', 'may', 'might', 'appears to', and 'seems to' to qualify statements. Avoid absolute statements and words such as 'always'.

- ✓ Education may reduce crime.
- ✓ It appears that education reduces crime.
- ✗ ~~Education reduces crime.~~

- ✓ This is possibly caused by the effects of global warming.
- ✓ This may be caused by the effects of global warming.
- ✗ ~~This is caused by the effects of global warming.~~

- ✓ Chinese students often make mistakes with tenses.
- ✗ ~~Chinese students always make mistakes with tenses.~~

Rule 10

Use appropriate transition signals to *explicit (i.e. clear) links* between ideas and to introduce new sections of an essay. Avoid numbering or bullet points (except in certain reports), and basic transitions to begin sentences (e.g. 'And', 'But', 'So'). Also be careful not to use too many transitions (*not* at the beginning of every sentence!).

- ✓ Turning to the question of inflation...
- ✗ ~~2. Inflation.~~

- ✓ In addition, inflation is an important factor.
- ✗ ~~And inflation is an important factor.~~

Checklist

Below is a checklist for academic style. Use it to check your own writing, or get a peer (another student) to help you.

	Item	OK?	Comment
Formality	The writing uses <u>formal vocabulary</u> , not informal words		
	The writing uses <u>formal verbs</u> (e.g. increase), not two word verbs (e.g. go up)		
	The writing uses <u>full form verbs</u> (e.g. do not), not contractions (e.g don't)		
	The writing uses <u>formal grammar structures</u> , such as nominalisation or clauses, not many simple sentences		
	The writing uses <u>statements</u> , not questions		
Objectivity	The writing uses <u>impersonal language</u> , including passive where necessary, not personal pronouns (I, we, you, etc.)		
Precision	The writing uses <u>precise numbers or information</u> , not imprecise words like 'about', 'several', or 'thing'		
	The writing <u>cites the sources</u>		
Expressing uncertainty	The writing uses <u>tentative language</u> (e.g. 'may' or 'might')		
Explicit links	The writing uses academic <u>transition signals</u> , not numbering or basic signals such as 'And', 'But', or 'So'		

Rule 1

USE FORMAL VOCABULARY

1.1. For questions 1-5 complete the second sentence using one or two words so that it has the same meaning as the first.

1. Come on one of our seminars where you will learn to become a better listener.
Enjoy the atmosphere of our seminar where you to become a better listener.

2. The approximate number of participants needed is 50.

There are 50 participants.

3. The matter is still under consideration.

They haven't made up yet.

4. It is a legal requirement that you have a insurance for your car.

You have insurance for your car.

5. Millions of children are not learning because of poverty, discrimination, or because they are too hungry to learn.

Millions of children are living in poverty, discrimination, or hunger they are not learning.

1.2. Match formal expressions with their informal equivalents.

Formal	Informal
I would just like to apologise for any inconvenience caused	What you need to do first is..
The first step will be to	I think that's a great idea!
I would just like to say I think that is a great idea	I'm really sorry that I caused you trouble.
I would rather have...	Thanks for the support.
I would really appreciate it if you could forward our course book to me.	You really must read that article.
I just want to express my sincere thanks for the excellent support.	Can you send me our course book?
I recommend reading that article.	I'd really prefer to have...

1.3. Read the sentences below. Choose the most appropriate answer.

1. Which phrase is an informal request for information?

A. I would really appreciate it if you could send me our course book by email attachment.

B. Send it to me immediately by attachment.

C. Can you send me our course book by email attachment, please?

2. Which phrase is for giving instructions in a formal way?

- A. Now write a first draft.
 - B. The first step would be to write the first draft.
 - C. First you need to write a draft.
3. Which phrase is for expressing a preference in a formal way?
- A. I don't want to go there.
 - B. I'm not going there.
 - C. I would rather not go there.
4. Which phrase is a formal suggestion?
- A. Let's go to the workshop on Machine Learning!
 - B. How about going to the workshop on Machine Learning?
 - C. I recommend going to the workshop on Machine Learning.
5. Which phrase expresses formal enthusiasm?
- A. That's great/wonderful! You should be proud of yourself!
 - B. Wow, that's amazing!
 - C. I would just like to say how pleased I am for you.
6. Which phrase is an informal apology?
- A. I'm really sorry that I am late.
 - B. Look, I am late, okay.
 - C. I would just like to apologise for being late.
7. Which phrase expresses thanks in an informal way?
- A. What would I do without you? To say thank you is not enough!
 - B. I would like to express my sincerest gratitude.
 - C. Thanks a bunch!

Rule 2

USE FORMAL VERBS

2.1. Some phrasal verbs are too informal for your research paper or report. Following are few examples of such unsuitable phrasal verbs. Match these phrasal verbs with the single verbs that can replace them.

lots of	<i>numerous</i>
get up	<i>rise or increase</i>
put into	<i>contribute</i>
find out	<i>discover</i>
looked at	<i>discovered</i>

got together	<i>merged</i>
accounted for	<i>explained</i>
brought about	<i>caused</i>
cut out	<i>deleted, cleaved, suited</i>

2.2. Below is a list of phrasal verbs commonly used in informal English and their formal equivalents. Study the list carefully before you do the exercises.

break down	fail	go down	decrease
break down	categorize	go on (with)	continue
bring about	cause	go up	increase
call off	cancel	go through	be approved
carry out	conduct	go up	increase
come out	be published	make up	constitute
come up with	design/invent/originate/	make up for	compensate
come up with	present/produce/propose	mix up	confuse
cut down (on)	reduce	pick up	receive
cut off	disconnect	put off	postpone
find out	find/discover/ascertain	set up	arrange/organize
get hold of	contact	take on	employ
get hold of	acquire	turn on/switch on	activate
get round	avoid	turn off/switch off	deactivate
get in	be admitted	turn up	arrive
get in touch	contact	work out	calculate

Substitute the phrasal verbs in the following sentences with their more formal equivalents.

1. If you have any questions, please feel free to get in touch.
2. The meeting has been called off.
3. We need to carry out more research.
4. The results were broken down by whether the news had come from television or the Internet.
5. They have plans to carry out research in the area of peace, security and disarmament.
6. We expect new equipment will turn up soon.
7. I finally found out the title of the article.
8. The company has to cut down its operating costs.
9. The new edition of the dictionary will come out next week.
10. It was hard to get a word in!
11. The new printer has already broken down.
12. She decided to put off her trip to Barcelona.
13. The details of the agreement were worked out successfully.
14. Surprisingly these figures work out differently each time we add them.

2.3. Match the verbs with their phrasal verb equivalents. Make up sentences of your own using the phrasal verbs to create an informal tone.

put off	delay
get back	collect
hold up	return
break down	postpone
show off	date
pick up	boast
go out with smb	stop working
send back	review
go over	distribute
put up with	return
hand out	tolerate
cut back on	have a good relationship
get on with smb	reduce
stay in	stop at home

Rule 3

USE THE FULL FORM OF VERBS, NOT CONTRACTIONS

A contraction is a shortened form of two words. In a contraction, an apostrophe takes the place of the missing letters.

Examples: I am = I'm you have = you've it is = it's

3.1. Complete the table with the necessary missing verb forms.

	=	is not (she isn't, it isn't)
aren't	=	
	=	could not
don't	=	
	=	does not
haven't	=	
	=	has not
mustn't	=	
	=	shouldn't
won't	=	
	=	was not
weren't	=	
	=	wouldn't
shan't	=	

3.2. Write the long forms of the contracted words.

1. There's something wrong with the computer.
2. We've run out paper.
3. It's against the law.
4. What's happened?
5. I'm going to ring him.
6. I've forgotten my keys.
7. He's unemployed.
8. She couldn't make a decision.
9. Here's your coffee.
10. That's a strange situation.
11. He's highly unlikely to come.
12. It's vitally important.
13. Let's get started.
14. He's got a toothache.
15. I'll answer the phone.
16. He's interested in Ancient Literature.
17. There'll be a meeting next week.
18. We'd love to go there.
19. Who's done that?
20. We're leaving on Wednesday.

3.3. Change the words in () into a contraction.

1. _____ (we are) going to the cinema this weekend.
2. He said that the _____ (would not) join us.
3. _____ (it is) time to start the lecture.
4. It _____ (is not) too late to apply.
5. We _____ (will not) be able to attend the conference.
6. I think _____ (you will) enjoy the film.
7. You _____ (will not) have time to complete the test.
8. _____ (there is) never enough time to do everything.
9. The question _____ (was not) difficult.
10. I knew _____ (she would) want to go on that business trip.
11. I would like to go to that new Italian restaurant.
12. If he asked me for help, I would definitely do something.
13. I am saving up for my own flat.
14. I cannot afford to go on holiday this summer.

Rule 4

USE FORMAL GRAMMAR STRUCTURES

4.1. Mark the sentences below as formal or informal.

1. In 2001, the bridge was built. This was good politically. Two countries united. =
2. The bridge was completed in 2001, which resulted in a positive political move that united two countries.
3. "A man went to the store. He bought fruit. He bought apples, pears and oranges."
4. "A man went to the store and bough fruit: apples, pears and oranges."

4.2. Complete the second sentence so that it has the same meaning as the first. Use a maximum of two words. Do not repeat a word from the first sentence.

1. We'll tell you how you got on in the test in a couple of weeks.
Candidates will of their results in two weeks.
2. If you're not happy with the service in the restaurant you can talk to the manager.
..... wish to complain about our service, please contact the manager.
3. The police will be looking into the matter.
The matter is under police
4. You don't have to buy anything. If you don't want to.
You are under to purchase any of our products.
5. She was a pupil at that school, as were most of her friends.
..... most of her friends, she attended that school.
6. Passengers are required to arrive at least 2 hours before departure.
We're supposed to 2 hours before we leave.
7. Regardless of the situation you should always wear protective glasses.
You must wear protective glasses the situation.
8. Members of the club can be accompanied by guests.
Club members are welcome to along a guest if they want.

4.3. For questions 1-13 read the informal letter below and use the information to complete the numbered gaps in the Rules for visitors to Sandypoint Holiday Villages. Use no more than two words for each gap. The words you need do not occur in the informal letter.

Informal Letter

Dear Vanessa

How are you? The brochure for our holiday came in the post today and there's quite a list of rules to help us get the best out of our stay. I'd better tell you about the main ones we've got to stick to.

We aren't going to be able to drive our car around the village as none of us are in a wheelchair or anything like that. However, we can drive up to the apartment the day we get there and when we leave to drop off and pick up our suitcases and stuff.

Not surprisingly they expect us to look after the things and it'll be our fault if we damage anything in the place. Remember we needed to pay some extra money as a deposit just in case? Well, if we're really careful we'll get it all back at the end of the holiday if nothing bad has happened. The good news is that we're allowed to take Bruno with us so long as we tell them in advance. I'm really looking forward to the break.

Love,
Adam

Informal to Formal

Holiday Village Rules

1. To ensure maximum enjoyment from your holiday all visitors are required to **(1)** with the following Village regulations

2. Cars and motorbikes:

Motor vehicles are **(2)** ... in the Village except in the following circumstances:
if you are registered **(3)** ... and make this known at the time of booking.

when you take your car to your apartment on your day of **(4)** ... and departure
to unload and load your **(5)**You are expected to take reasonable **(6)** ... the contents of your apartment.

You are **(7)** ... any loss or damage

to the **(8)** ... during your visit.

to the **(9)** ... during your visit.

to the **(10)** ... during your visit.

to the (11) ... during your visit.

to the (12) ... during your visit.

to the (13) ... during your visit.

Rule 5

USE STATEMENTS. AVOID RHETORICAL QUESTIONS

5.1. Study the descriptions of rhetorical questions you can encounter in your life, match examples with the descriptions.

A rhetorical question is a question someone asks without expecting an answer.

1. Rhetorical Questions with Obvious Answers

Here are some rhetorical question examples that are very obvious, either because they're discussing commonly known facts or because the answer is suggested in context clues. These rhetorical questions are often asked to emphasize a point.

2. Rhetorical Questions That Have No Answers

Some rhetorical questions don't really have an answer, at least not a clear and concise one. Rather, they're meant to start conversations, spur debate, prompt contemplation, or illustrate someone's current state of mind. Here are some rhetorical questions that may never be answered.

3. Rhetorical Questions in Literature

Writers love to prompt further thinking and reflection. Rhetorical questions are a great way to achieve that. Leaving a question lingering in the air will allow the reader to spend further time in contemplation. Here are some examples from literature.

4. Rhetorical Questions in Famous Speeches

One of the best ways to include the audience in your speech is to ask a rhetorical question. It opens up the floor to them, without actually having to open up the floor and let everyone speak. It simply serves as an opportunity to pique their interest and then continue to emphasize your points. Here are some rhetorical question examples in famous speeches.

Do pigs fly?	
"...O Wind, If Winter comes, can Spring be far behind?"	
Do you want to be a failure for the rest of your life?	
There's no hope, is there?	

Could I possibly love you more?	
Can fish swim?	
Why do we go on?	
Is rain wet?	
What is the meaning of life?	
"If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge? -William Shakespeare	
Can anyone look at the record of this Administration and say, "Well done"? Can anyone compare the state of our economy when the Carter Administration took office with where we are today and say, "Keep up the good work"? Can anyone look at our reduced standing in the world today say, "Let's have four more years of this"? -Jimmy Carter	
How much longer will this injustice continue?	
Do you want to be a success in this world?	
Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance to get right with the law? Are we a nation that accepts the cruelty of ripping children from their parents' arms? Or are we a nation that values families, and works to keep them together?" -Barack Obama	

5.2. Study the types of rhetorical questions below. Identify the type of rhetorical questions.

Anthypophora and Hypophora
 Epiplexis
 Erotesis

Anthypophora is a rhetorical term for the practice of asking oneself a question and then immediately answering it.

"What makes a king out of a slave? Courage! What makes the flag on the mast to wave? Courage! What makes the elephant charge his tusk in the misty mist, or the dusky dusk? What makes the muskrat guard his musk? Courage!"
(*The Cowardly Lion in The Wizard of Oz*, 1939)

Hypophora is a rhetorical term for a strategy in which a speaker or writer raises a question and then immediately answers it. Also called anthypophora, ratiocinatio, apocrisis, rogatio, and subjectio.

"What should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable communities in which the terrible disease of loneliness can be cured."

(Kurt Vonnegut, *Palm Sunday: An Autobiographical Collage*. Random House, 1981)

"Epiplexis a more specific form of [a rhetorical question] where a lament or an insult is asked as a question.

"Let us not assassinate this lad further, Senator. You have done enough. Have you no sense of decency, sir, at long last? Have you left no sense of decency?"(Joseph Welch to Senator Joseph McCarthy at the Army-McCarthy Hearings, June 9, 1954)

The figure of speech known as **erotesis** is a rhetorical question implying strong affirmation or denial. Also called erotema, eperotesis and interrogation. Adjective: erotetic.

In addition, as Richard Lanham points out in *A Handlist of Rhetorical Terms* (1991), **erotesis** may be defined as a rhetorical question "which implies an answer but does not give or lead us to expect one, as when Laertes rants about Ophelia's madness: *'Do you see this, O God?'* (*Hamlet*, IV, v)."

1. "Is our species crazy?

"Plenty of evidence."

(Saul Bellow, *Mr. Sammler's Planet*. Viking Press, 1970)

2. What's the point? Why go on? What's a girl to do? How could you? What makes your heart so hard?

3. "In Switzerland, they had brotherly love, five hundred years of democracy and peace, and what did that produce? The cuckoo clock."

(Orson Welles as Harry Lime in *The Third Man*, 1949)

Sir Winston Churchill's Use of Anthypophora

4. "You may think that you are not superstitious. But would you walk under a burning building?"

(Robert Benchley, "Good Luck, and Try and Get It")

5. "You ask, what is our policy? I will say it is to wage war, by sea, land, and air, with all our might and all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalog of human crime. That is our policy.

"You ask, what is our aim? I can answer in one word: Victory. Victory at all costs, victory in spite of all terror; victory, however long and hard the road may be, for without victory, there is no survival."

(Winston Churchill, address to Parliament, May 13, 1940)

6. "What made me take this trip to Africa? There is no quick explanation. Things got worse and worse and worse and pretty soon they were too complicated."

(Saul Bellow, *Henderson the Rain King*. Viking Press, 1959)

7. "Who wants to become a writer? And why? Because it's the answer to everything. To 'Why am I here?' To uselessness. It's the streaming reason for living. To note, to pin down, to build up, to create, to be astonished at nothing, to cherish the oddities, to let nothing go down the drain, to make something, to make a great flower out of life, even if it's a cactus."

(Enid Bagnold, *Autobiography*, 1969)

8. "This is our first task, caring for our children. It's our first job. If we don't get that right, we don't get anything right. That's how, as a society, we will be judged.

"And by that measure, can we truly say, as a nation, that we're meeting our obligations?

"Can we honestly say that we're doing enough to keep our children, all of them, safe from harm?

"Can we claim, as a nation, that we're all together there, letting them know they are loved and teaching them to love in return?

"Can we say that we're truly doing enough to give all the children of this country the chance they deserve to live out their lives in happiness and with purpose?

"I've been reflecting on this the last few days, and if we're honest with ourselves, the answer's no. We're not doing enough. And we will have to change."

(U.S. President Barack Obama, speech at a memorial service in Newtown, Connecticut, on December 16, 2012, two days after the massacre of 26 children and adults in an elementary school)

9. "Does Barry Manilow know that you raid his wardrobe?"

(Judd Nelson as John Bender in *The Breakfast Club*, 1985)

10. Lisa Simpson and her grandmother (singing Bob Dylan's "Blowin' in the Wind"):
"How many roads must a man walk down, before you can call him a man?"

Homer Simpson: "Seven!"

Lisa: "No, Dad, it's a rhetorical question."

Homer: "Rhetorical, eh? ... Eight!"

Lisa: "Dad, do you even know what 'rhetorical' means?"

Homer: “Do I know what ‘rhetorical’ means?”

– Homer Simpson, *The Simpsons*

5.3. Read the article to learn whether we can use rhetorical questions in a research paper.

Can you Use Rhetorical Questions in a Research Paper?

A rhetorical question is the specific type of interrogation which does not demand the urgent and precise answer; it rather leaves something to think over. Not all types of research papers are appropriate to be with a rhetorical question. A perfect example of the research paper which approves the usage of a rhetorical question is the one about social matters. You may ask a rhetorical question at the end if it meets the purpose of the paper.

The rhetorical question is usually bound with a research question; it may even be the same version of it. Remember, a research question is placed in the introduction part of a research. When you place the rhetorical question in the conclusion part, make sure your research paper reveals the evidence in the body for answering it. The deductive manner is developed here which shows that your research paper is logically developed and used for the academic community. If it is allowed by the rules concerning your type of a research paper, you may briefly summarize the answer after the stated question. However, you have to be careful with rhetorical questions at the end of the research paper since they may be inappropriate.

Readers are not that audience which is thoroughly chosen, and they do not usually demonstrate conversance in a particular topic of your research. You do not have to take risks with rhetorical questions since you can be misunderstood and your academic work will leave a bad opinion. If you have strong will to place the question, do not perform it in the interrogative form, try to turn it in a way that it sounds formal and it is affirmative. It would serve as a hint for the reader. The topicality will be evident since the reader feels the necessity to think over the issue. The practical relevance to the contemporary usage will become urgent. All the preceding information is of the utmost importance since it helps you, as a writer, to save precious time on the work itself omitting pitfalls and mistakes.

This article is useful for the academic writers due to the fact that it raises the most worrying aspect of a research paper – a question. As you may now understand, questions are possible to use in a research paper; everything depends on the type of a question, its mode, and place in the research paper. The only thing a research paper writer has to do is to be careful with addressing the reader with a question. Since the audience can be different, therefore, the academic paper has to be multi-perspective and topical.

Rule 6

USE IMPERSONAL LANGUAGE

6.1. Look at the three passages below and see if you can decide which is academic writing.

1. A baby who won't stop crying for ages drives anyone to despair. You feed him, you change him, you nurse him, you try to settle him, but the minute you put him down he starts to howl. Why?

2. When a baby cries it can be very troubling for parents, particularly if they don't know the reason. However crying is an effective distress signal for human babies because they have a prolonged period of dependence on their parents.

3. The compelling sound of an infant's cry can be regarded as an effective distress signal and appropriate to the human infant's prolonged dependence on a caregiver. However cries may be alarming to parents, many of whom find it very difficult to listen to their infant's crying particularly when the reason is not clear.

6.2. Change sentences in the personal form into the impersonal one.

1. Some people believe that preserving natural environment is crucial, however, most make no effort to do so.

It is believed that preserving natural environment is crucial, however, most make no effort to do so.

Preserving natural environment is believed to be crucial, however, most make no effort to do so.

2. Of all the teachers surveyed, 40% reported that they felt burned out.

It has been reported that 40% of teachers felt burned out.

Teachers have been reported to feel burned out.

3. Lots of people consider that this city is not worth visiting.

4. The staff thought that the meeting would take place in the room on the second floor.

It _____
The staff _____

5. Everybody thinks that she is the best candidate for that position.

6. Many people around the world believe that events are being controlled by others.

6.3. There are several useful impersonal expressions that are commonly used in academic writing. Complete the prompts below with your own ideas.

It is certain that...

It seems clear that (STRONG)

It appears obvious that

It is likely that ...

It seems probable that (MODERATE)

It appears that ...

It is possible that ...

It seems possible that (TENTATIVE)

It appears possible that ...

Rule 7
BE AS PRECISE AS POSSIBLE

7.1. Read the paragraph below to learn how important it is to convey the results of your research more precisely. Make up similar to the samples sentences of your own using the words in bold.

In informal speech and writing, the word *feel* is often used interchangeably with **believe** and **think**. In academic writing, however, the results of your research must be conveyed more precisely. Consider the difference in meaning between “I feel that the correct dose is 25 mg,” and “I believe that the correct dose is 25 mg.” Which statement would give you more confidence in following a prescription? Confine the use of *feel* to situations in which emotion or sensory perception are under discussion.

Correct: Tesla believed that alternating current was more commercially viable than direct current.

Correct: Tesla felt a jolt when he grabbed the severed electrical cable.

Incorrect: Tesla felt that alternating current was more commercially viable than direct current.

Limit the use of *while* to writing about events that happen simultaneously. It’s not ungrammatical to use *while* in the sense of *although*, but it can lead to confusion.

Tom enjoys eating mashed potatoes while Henry eats french fries.

Is Tom’s enjoyment of mashed potatoes dependent on or chronologically related to Henry’s consumption of french fries? If so, the sentence above is fine; if not, use **whereas/although/but** to emphasize the contrast between the two events.

The salmon swim upstream while leaves float downstream. [Fish and leaves are moving at the same time]

The salmon swim upstream, whereas leaves float downstream. [Movement of fish is contrasted to movement of leaves]

Likewise, the use of **since** to mean after conveys a clear sequence of events. If you don't intend to convey a chronological sequence, use **because** instead.

We knew the car was stolen **since** it was parked in the garage. [The car was first parked, then stolen].

We knew the car was stolen, **because** it was parked in the garage. [The car's presence in the garage was evidence of theft].

7.2. Read the paragraph below to learn how important it is to avoid approximate language. Provide examples of your academic writing telling precisely how much, how many, where, and when you made your observations.

Vague language weakens the impact of your ideas and makes it more difficult for your readers to evaluate your work. Avoid terms such as very few, practically, mostly, and marginally, particularly when reporting the results of empirical experiments. Tell your readers precisely how much, how many, where, and when you made your observations.

7.3. Read the paragraph below to learn whether you can use euphemisms and jargon in your academic writing.

Every field has its own technical vocabulary, a sort of shorthand that communicates ideas in compact form. This is one meaning of the word jargon, and it's not a bad thing. The problem enters when writers use a technical vocabulary where it's not applicable. Extremely technical language may be justified in a dissertation or a lab report, when you are writing for a narrow audience. When you are writing a journal article, however, consider whether the use of scientific jargon may be a barrier to readers outside your subspecialty. Your article will find a broader readership (and thus be cited more often) if you avoid unnecessarily obscure language.

Rule 8

USING TENTATIVE LANGUAGE

8.1. Study the information below to learn what tentative language is.

In academic writing, it is important to be cautious in your claims unless they are proven or established beyond doubt or debate. This is because:

- it is unlikely that you have examined all possible evidence, and there may be a convincing case for an alternative conclusion;
- the results of individual studies are rarely conclusive and findings may later be shown to be inaccurate, based on false assumptions, or interpreted incorrectly;
- what is 'known' can change as new discoveries are made data is often open to various interpretations.

Tentative language therefore plays an important role in presenting a convincing argument or claim. You should indicate:

- your level of confidence in your conclusions;
- the strength of the evidence on which you are basing your claims.

Consider the differences between the two sentences below.

Diet was an important factor in the health of the respondents.

The evidence suggests that diet was an important factor in the health of the respondents.

The first sentence presents the findings with absolute certainty. Such a claim would need to be supported by very strong evidence. The second sentence is a hedged claim, indicating that the evidence is not sufficient to make an outright claim, or that it could allow for other interpretations.

Hedged claims can be made by qualifying quantity, frequency or probability.

Verbs: appear, suggest, indicate.

Modals: may/might, can/could, will, would.

Adverbs: possibly, probably, likely.

8.2. Make the following sentences into hedged claims by selecting the tentative language from the options below to fill in the blanks.

The results ____ that there is a connection between gut microbiotia and the development of regulatory T cells.

- showed
- indicated.

Age ____ a contributing factor to the observed behaviour.

- was likely to be
- was.

The two age groups surveyed _____ similar attitudes towards immigrants.

- appeared to hold
- held.

8.3. In which statement does the writer make the most cautious claim?

1. The nervousness displayed by some of the placement teachers may have been due to the presence of observers.

2. The nervousness displayed by some of the placement teachers was apparently due to the presence of observers.

3. The nervousness displayed by some of the placement teachers was clearly due to the presence of observers.

Rule 9

BE SURE TO CITE YOUR SOURCES

9.1. Study the information below to learn what major citation styles are used in academic writing, what their characteristics are.

What are the citation styles?

There are (3) major citation styles used in academic writing:

Modern Language Association (MLA)

American Psychological Association (APA)

Chicago, which supports two styles:

Notes and Bibliography

Author-Date

Which citation style should I use?

The citation style you choose will largely be dictated by the discipline in which you're writing, and for most assignments your instructor will assign a style to you. However, as you progress through your academic career, you may find more flexibility in choosing a style that works for you. It's always best to check with your instructor and colleagues as to what style is appropriate. If you have flexibility, use the guide below to help you decide.

Humanities: English, Art History, Philosophy, Music, Religion, Language, Linguistics, etc.	Social Sciences, Education, Engineering, etc.	History, or the Humanities	Physical, Natural, or Social Sciences
Try: MLA MLA style uses parenthetical in-text citations and a "Works Cited" list at the end of a paper to link sources	Try: APA APA style uses parenthetical in-text citations and a "References" list at the end of the paper to link sources	Try: Chicago Notes & Bibliography Chicago notes utilizes footnotes and endnotes to link text to sources.	Try: Chicago Author- Date Chicago author- date utilizes parenthetical in-text citations and a references or works cited list at the end, similar to the APA style.
The humanities place emphasis on authorship and	These disciplines place emphasis on the date of creation or publication,	Typically accompanied by a "Bibliography"	Typically accompanied by a "References" or "Works Cited" page.

interpreting primary sources in a historical context. The author's name is the first piece of information preceding title and publication information on the "Works Cited" list at the end of the work.	in an effort to track currency and relevancy. The date is listed immediately following the author's name in the "References" list.	page.	
For more information on the MLA style and how to use it, check out the MLA style page.	For more information on the APA style and how to use it, check out the APA style page.	For more information on this style and how to use it, check out the Chicago Notes and Bibliography style page.	For more information on this style and how to use it, check out the Chicago Author-Date style page.

WHAT IS MLA STYLE?

MLA (Modern Language Association) Style is widely used in the humanities, especially in writing on language and literature. MLA style uses brief parenthetical citations in the text that refer to an alphabetical list of works cited appearing at the end of the work.

MLA Style is generally used by disciplines in the humanities, including:

- English
- Literatures
- Art
- Philosophy

Example Citations: Books

General Format for Books

AuthorLastName, AuthorFirstname. *Title*. Publisher, Year.

Basic Book

McCorker, Frank. *Storymaking and Mythtelling: Comic Literary and Film Images*. Oxbridge, 1992.

Two Authors

Druin, Allison, and Solomon, Cynthia. *Designing Multimedia Environments for Children*. J. Wiley & Sons, 1996.

Article or chapter in an edited book or anthology

Yorbach, Erich. "Odysseus Wonderful." *Peripatesis: The Representation of Fantasy and Adventure in Western Literature*. Edited by Polly Feemis. Syracuse University Press, 1943. pp. 3-23.

Electronic Book

Coffey, Frank. *The Complete Idiot's Guide to Elvis*. Alpha Books, 1997.
eBooks on EBSCOhost. 11 May 2000.

Example Citations: Other Materials

General Format for Lecture Notes

Lecturer's name. "Title of lecture." Meeting. Name of sponsoring organization.
Location of lecture, date.

****If you don't know the title of the lecture, or the lecture doesn't have a title, use the title Lecture (without the quotation marks).**

Examples:

Litfin, Karen. "Introduction to Political Economy." Political Science 203.
University of Washington. Seattle, 16 October 2000.

Collins, Kathleen. Lecture. Sociology 300. University of Washington. Seattle,
16 October 2014.

Example Citations: Articles

General Format

AuthorLastName, AuthorFirstName. "Article Title." *Journal Title*, Version,
Number, Publication Date, Page Numbers.

Journal article, two authors

L'Ambrosch, Zampoun and Teodolinda Roncaglia. "From Marco Polo to James
Joyce: Coping with New Cultures." *Acculturation in Literature*, vol. 45, no. 2, 1990,
pp. 156-172.

Journal article from an online database

Bustin, Richard. "The Living City: Thirdspace and the Contemporary
Geography Curriculum." *Geography*, vol. 96, no. 2, 1 July 2011, pp. 60–68. *JSTOR*,
<http://www.jstor.org/stable/41320337>

Newspaper Article from an online database

Biskupic, Joan. "In Shaping of Internet Law, First Amendment Is Winning."
The Washington Post, 12 Sept. 1999, p. A2. ProQuest Newsstand,
search.proquest.com/docview/1729603029?accountid=14784.

Newspaper Article from Web or Print Source

Friskics-Warren, Bill. "The Latest Nonconformist from Nashville West." *New
York Times*. 7 May 2000.

Example Citation: Web Sites

General Format

AuthorLastName, AuthorFirstName. "Title of Article or Individual Page." *Title of website*, Name of publisher, Date of publication, URL or DOI.

Web page with Author

Peace, Richard. "A Promising Study Reveals New Hope for an HIV Cure." *Huffington Post*, 11 Nov. 2016, http://www.huffingtonpost.com/entry/hiv-study-vaccine-immune-system_us_5823c0bde4b0e80b02cec738

Webpage with no Author

"New Media @ the Center." The Writing Center at the University of Wisconsin-Madison. U of Wisconsin-Madison Writing Center, 2009. <http://www.writing.wisc.edu/newMedia@theCenter.html>

Entire Website

National Weather Service, *National Oceanic and Atmospheric Administration*, <http://www.weather.gov/>

CITATION STYLES & TOOLS: FORMATTING GUIDELINES

Parenthetical Citations

Rule of thumb: The briefer the better. Try to incorporate most information into the text. In-text references must clearly point to corresponding entry in the Works Cited list.

Basic Forms:

According to Gullans in his book *Poetic Form*, the importance of structure...(23).

(Page number only, when author/work cited is evident from context)

...In the book *Poetic Form*, importance of structure... (Gullans 23).

(Author and Page, when author work needs to be identified)

...importance of structure... (Gullans, *Poetic Form* 23).

(Author and Title and Page, when work is not identified in text)

MLA style provides writers with a system for referencing sources through parenthetical citations, but also specifies guidelines for formatting papers. Below find basic guidelines for formatting your paper and creating a Works Cited page.

Works Cited title page: Center the words Works Cited at the top of the page.

Order: List entries alphabetically by author's last name. List sources without authors alphabetically by title. If listing more than one work by the same author, order the entries by author then alphabetically by title.

Authors: Reverse only the first author's name. If there are more than 3 authors, give the first author's name and add "et al."

Capitalization: Capitalize the first word, the last word and all principal words in the source's title and sub-title.

Title of container: Use italics followed by a comma.

Title of source: Depending on the source, titles should be in italics or "quotation marks."

Indentation: First line of each citation is flush with the left margin; Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.

Issue Numbers for Journals: Include both volume and issue numbers for all sources that are a part of a numbered sequence.

URLs: Include URLs for works found online.

Database Location: When citing an article or publication originally published in print but found in an online database the name of the database should be in italics but the location of the database [e.g. name of library] & the subscription information is not required.

Online Source Information: Publisher or sponsor is required for online sources; if none listed, use the abbreviation N.p. (no publisher) in the sponsor area.

Date: For online sources with no date of publication or update, use n.d. (e.g. no date) after the sponsor/publisher.

Date of Access. Give the most recent date you accessed the source.

Pagination: Include page numbers for an online journal or an article from a database when available. If not available, use the abbreviation "n.pag."

Quotation Marks: Titles of periodicals (newspapers, journal, magazine articles) should be enclosed in quotation marks and end with a period inside the closing quotation mark

WHAT IS APA STYLE?

APA (American Psychological Association) Style is widely used in the social sciences, business, and some of the life sciences. APA Style uses brief in-text citations in the text that refer to an alphabetical list of references appearing the end of the work.

Disciplines using APA Style include:

Anthropology

Business

Communication

Education

Political Science

Psychology

This guide gives examples citations for the most common information formats used in APA Style, as well as links to other sources and examples. Examples are based on the 6th edition of the Publication Manual of the American Psychological Association.

Example Citations: Books

General Format

AuthorLastname, F. I. (Date). *Book title*. Location: Publisher.

Book

DeCarbo, M. A. (1969). *Mentorship among older and younger college students*. Berkeley, CA: University of California.

Book with two authors

Druin, A., & Solomon, C. (1996). *Designing multimedia environments for children*. New York, NY: J. Wiley & Sons.

Article or chapter in an edited book

Franciscu, J. B., & Chiarini, L. B. (1992). Clarity at last: Including personal spiritual beliefs in patient motivation evaluation. In R. M. Bright III (Ed.), *Aspects of Psychology: Vol. 7. Psychology and Religion* (2nd ed., pp. 24-68). Hagerstown, PA: Amicus.

Example Citations: Other Materials

Lecture Presentations

General Format

Author, F.M. (Publication Year). *Name or title of lecture* [file format]. Retrieved from URL

****If you are citing a classroom presentation, include the same data except the retrieval information**

Examples:

Jacobson, T.E. & Mackey, T. (2013). *What's in the name?: Information literacy, metaliteracy, or transliteracy* [Powerpoint slides]. Retrieved from <http://www.slideshare.net/tmackey/acrl-2013>

Smith, J.F. (2013, Oct. 17). *U.S. Political Parties in Perspective* [Powerpoint slides and class handout]. Retrieved from <http://canvas.uw.edu/>

Example Citations: Articles

Journal article from database (with DOI)

Author, A. A., & Author, B. B. (Year). Title of article. *Title of Journal*, volume number, page range. doi:0000000/000000000000 or Retrieved from <http://dx.doi.org/10.0000/0000>

Prdziebylo, I. L., Korzybski, C. L., & Gimpelowicz, Z. (1991). Interpersonal cognition and sibling rivalry in large families. *Polish Journal of Psychology*, 74, 329-348. doi: 10.1037/2078-6133.25.2.233

Journal article from database (no DOI)

Author, A. A., & Author, B. B. (Year). Title of article. *Title of Journal*, volume number, Page Range. Retrieved from <http://www.journalhomepage.com/full/url/>

Journal article in print (no DOI)

Author, A. A., & Author, B. B. (Year). Title of article. *Title of Journal*, volume number, page range.

Online Newspaper Article

Newton, C. (2010, Feb. 15). Driving-while-texting ban advances Senate. *The Arizona Republic*. Retrieved from <http://www.azcentral.com>

Newspaper from Print Source

Pearson, S. L. (1997, June 5). Why Johnny can't play. *The Arizona Republic*, p. HL1.

Example Citations: Web Sites

General Format

AuthorLastname, F. I. (Date of Publication). Web article title (if applicable) [Description of Form]. *Title of Web Site*. Retrieved date, from <http://website.com>

(If no author listed, begin the entry with the web page title)

Web page

Grey, C., & Haran, B. (n.d.). H.I. #1: Being wrong on the Internet [Podcast]. *Hello Internet*. Retrieved February 19, 2014, from <http://www.hellointernet.fm/podcast/1>

Entire Web site

Thaller, M. (2007). *Cool Cosmos* [website]. Retrieved August 27, 2008, from <http://coolcosmos.ipac.caltech.edu/>

In-Text Citations

In-text citation in APA Style uses an author-date system. Place the author's name and year of publication in parentheses, separated by a comma (#1). If the name of the author appears in the text, cite only the year in parentheses (#2). If both author and year appear in the text, don't include a parenthetical citation (#3).

#1: In the beginning stages... (Jenkins, 2003)

#2: Jenkins (2003) described the beginning stages...

#3: In his seminal 2003 study, Jenkins described ...

Sources with multiple authors:

2 authors: cite both names every time; e.g., (Smith & Jones, 2014)

3–5 authors: cite all authors the first time, then only the 1st author plus et. al. subsequently; e.g., 1st citation (Smith, Jones, & Brown, 2013); 2nd citation (Smith et al., 2013)

More than 5 authors: cite the first author followed by et al.; e.g. (Smith et al., 2014)

Direct quotations:

In general, for a direct quote (rather than a paraphrase), provide a page number in the citation in addition to the author and date.

Example:

But in the words of the inimitable Winnie: “Rivers know this: there is no hurry. We shall get there some day” (Milne, 1926, p. 79).

DOIs (Digital Object Identifiers)

UW Healthlinks Guide to the DOI

Includes a definition of what the DOI is and tips on where to find it.

A DOI is a unique, permanent locator for online materials. They are usually found at the top of an article or with the other citation information – look for the letters "doi"

followed by an alphanumeric sequence beginning with 10. Many older articles may not have a DOI.

Free DOI Lookup

Use citation information to determine if an article has a DOI.

Resolve a DOI

DOI and URL Flowchart

From the official APA blog.

Formatting Guidelines for References Page

APA style provides writers with a system for referencing sources through parenthetical citations, but also specifies guidelines for formatting papers. Below find basic guidelines for formatting your paper and References List. For more in-depth information on formatting, check out the OWL APA Formatting and Style Guide.

Your essay should be double-spaced with 1" margins. APA recommends using 12 pt. Times New Roman font.

References Title: Type the word "References" in the top center of a new page. Don't bold, underline, or use quotation marks for the label. Double-space citations and insert commas, colons, semicolons, and periods that separate parts of the citation.

Indentation: First line of each citation is flush with the left margin; indent all subsequent lines of the citation.

Order: Alphabetize citations by first author's last name. Alphabetize sources without authors by title.

Authors: Invert all authors names; give surnames & initials for up to and including the 1st 7 authors. With 8 or more authors, list the first 6, then insert three ellipsis points and end with the last author's name.

Capitalization: Capitalize only the first word of the title and subtitle of books, articles and websites. However, capitalize all proper names/words and all words in the title of a journal, magazine, newspaper. Example: The Seattle Times.

DOI: If available, include a DOI at the end of the citation.

URLs: Use only when a DOI isn't available.

Date: Follows the author's name, or the title if there is no author. Use full date when citing magazines, newspapers, newsletters and conference/symposium papers and proceedings. Use only the year when citing journal articles and books. If possible, include the date a web site was created or updated.

Italics: Titles of books and journals are italicized. Journal volume numbers are also italicized but issue numbers are not.

Page numbers: Use p. or pp. before page numbers for magazines and newspapers that don't have volume numbers. They are also used for pages for encyclopedia articles and chapters in edited books. Page number abbreviations aren't used when citing journal articles with volume numbers.

Publication information: Include city, state and name of publisher.

Web sites: If the web site has a personal author it is cited similar to books etc including author, title, date etc. and retrieval date since content may change. When discussing an entire web site it is listed in the body of the page with name of web site or group and URL. Web site addresses are not included in the reference list.

Retrieved from: Use when there is no DOI for a journal or magazine article and you retrieved the article electronically, e.g., Retrieved from <http://www.newsweek.com>. It isn't necessary to include a "retrieved from" statement with name of database from which an online article was retrieved. Exception: Add database name used when citing materials with limited circulation.

What is Chicago Notes & Bibliography Style/ What is Chicago Author-Date Style?

Chicago is a documentation style that has been published by the Chicago University Press since 1906. The Notes and Bibliography style is preferred by many in humanities disciplines, including history, literature, and the arts. Citations are provided in footnotes or endnotes and are usually accompanied by a bibliography.

"Turabian" style, widely used for decades by students, is essentially a simplified version of the Chicago Manual.

9.2. Provide a piece of your academic writing, make sure you cite the sources correctly.

9.3. Read your groupmate's piece of academic writing. Provide constructive feedback on the use of sources in it.

Unit 10

USE APPROPRIATE TRANSITION SIGNALS

10.1. Read the paragraph below to learn what transition signals are, why it is important to use them in your writing.

Transition signals are connecting words or phrases that strengthen the internal cohesion of your writing. Transition signals act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that they flow and there are no abrupt jumps or breaks between ideas.

Transition signals also act like signposts making it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or between separate sentences, paragraphs or topics.

There are several types of transition signals. Some lead your reader forward and imply the building of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

Sample text

During [1] the early twentieth century, in addition [4] to industrialisation, urban growth and technological development, Australian society was experiencing a transformation of the domestic ideal. Consequently [5], people were subject to an increasing array of government and professional programs aiming to manage and regulate life, particularly [6] family life. Some of these programs were designed to counter social changes, others were designed to engineer them; overall [2] they each heralded a growing expert encroachment into the private sphere.	[1] Indicating a specific time [2] Indicating a conclusion [3] To indicate sequence and logically divide an idea
Intervention and influence took three forms [3]. Firstly [3], techniques designed to maximise efficiency were introduced into the home and scientific principles were applied to its design. In addition [4], housework and parenting methods were scrutinised and subject to unprecedented standards. Secondly [3], all aspects of reproduction attracted increasing intervention from government and the medical profession. Thirdly [3], state, professional and philanthropic groups began to usurp the parental role within the family through instruction and policy. Ultimately [2], the development of 'modern' social ideals brought regulation, intervention and ever-increasing unrealistic standards.	[4] Indicating extra information [5] Indicating a result [6] To add emphasis

10.2. The following words and phrases can be used to indicate transitions and to cue your reader about how ideas are logically connected in your writing. This list is also helpful for providing alternative options if you find yourself constantly using the same linking word or phrase. Match the transition signals to the stage of your writing.

To indicate sequence or to logically order ideas	similarly equally in the same way likewise
To refer to a specific incident or example	take the case of for example for instance in this case to demonstrate
To provide emphasis or indicate importance	that is (to say) namely specifically thus in other words
To indicate time	in addition furthermore besides also it could also be said additionally another further moreover
To compare and/ or contrast	alternatively however on the other hand it could also be said that in contrast instead whereas nevertheless despite/ in spite of (this) even though admittedly nonetheless albeit notwithstanding (this) although regardless (of this) (and) yet on the contrary

To indicate result or cause and effect	<p>finally in brief on the whole overall therefore in conclusion in other words thus consequently as a result ultimately in summary hence to summarise</p>
To introduce a similar idea	<p>first, second, third etc. followed by then before, after next, finally previously, subsequently initially, followed by concurrently at that time</p>
To add another idea or more information	<p>as a result (of this) consequently as a consequence therefore thus hence accordingly for this reason because (of this) so much (so) that</p>
To introduce an opposite idea, to show exception or concession	<p>for example to illustrate for instance in the case of case specifically namely in this case such as on this occasion notably</p>

To give an example	thereafter initially at that/ this point immediately finally simultaneously before, after then, later at that/ this time formerly meanwhile prior to previously during at present
To identify or clarify	indeed above all especially particularly crucially

REFERENCES

1. <https://www.eapfoundation.com/writing/style/>
2. <http://www.autoenglish.org/writing/formalandinformalexercise.htm>
3. <http://www.autoenglish.org/writing/formalandinformalexercise.htm>
4. <https://www.enago.com/academy/how-to-avoid-phrasal-verbs-in-academic-writing/>
5. [5. http://en.fel.zcu.cz/AE%20I%20A%20Remedial%20Course%20in%20English%20Grammar/Verbs/Phrasal%20verbs.pdf](http://en.fel.zcu.cz/AE%20I%20A%20Remedial%20Course%20in%20English%20Grammar/Verbs/Phrasal%20verbs.pdf)
6. <https://dictionary.cambridge.org/grammar/british-grammar/writing/contractions>
7. <https://www.flo-joe.co.uk/cpe/students/writing/register/grammar.htm>
8. <https://www.flo-joe.co.uk/cpe/students/writing/register/rgts1.htm>
9. <https://www.thoughtco.com/rhetorical-question-grammar-1692060>
10. <https://www.thoughtco.com/what-is-anthypophora-rhetoric-1688990>
11. <https://www.thoughtco.com/hypophora-rhetoric-term-1690947>
12. <https://www.thoughtco.com/epilexis-rhetoric-term-1690664>
13. <https://www.thoughtco.com/erotesis-rhetoric-term-1690673>
14. <https://mannerofspeaking.org/2012/03/28/rhetorical-devices-erotema/>
15. <https://examples.yourdictionary.com/rhetorical-question-examples.html>
16. <https://researchpapers.io/can-i-use-questions-in-a-research-paper/>
17. https://resource.acu.edu.au/acuskills/acstyle/3_10.html
18. <http://ksmcclasses.pbworks.com/f/impersonal-passive-2.pdf>
19. https://resource.acu.edu.au/acuskills/acstyle/3_10.html
20. <https://academiccoachingandwriting.org/academic-writing/academic-writing-blog/vii-using-apa-style-in-academic-writing-precision-and-clarity>
21. <https://www.monash.edu/rlo/research-writing-assignments/writing/features-of-academic-writing/tentative-language>
22. <http://guides.lib.uw.edu/research/citations/citationwhich>
23. <https://student.unsw.edu.au/transition-signals-writing>

Виробничо-практичне видання

Методичні рекомендації
до організації самостійної роботи
з навчальної дисципліни
« НАУКОВА ІНОЗЕМНА МОВА »
(англійською мовою)

*(для студентів освітньо-кваліфікаційного рівня «Магістр» денної та заочної
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Укладач **БУГАЄВА Вікторія Юріївна**
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Комп'ютерний набір *В. Ю. Бугаєва*
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